



2109 S Stoughton Rd ♥ Madison WI 53716 ♥ 1-800-362-7353 or 608-224-5388
 Fax: 608-224-6178 ♥ Email: ccic@dpi.wi.gov ♥ Internet: <http://dpi.wi.gov/ccic>

Videos for Wisconsin Child Care Providers to Borrow:

CURRICULUM : INTEREST AREAS & LEARNING ACTIVITIES

This list is divided into the following sections: art; blocks and building; dramatic play; intergenerational activities; literacy; math; movement activities; multiple intelligences; music; play; routines; school readiness; science.

Go to <http://dpi.wi.gov/ccic> and click on the tab **Our Library** for borrowing procedures and a searchable online catalog of all CCIC's audiovisual resources and books.

ART

CREATIVE REPRESENTATION. Ypsilanti, MI: High/Scope Press, 1999. VHS or **DVD**, 40 min. + viewer guide + booklet.

Preschool children represent their experiences through imitation, pretending, drawing, painting, and model-making. This tape explains the six High/Scope key experiences in creative representation and shows how to help children develop creative and critical thinking skills through art activities.

GIVING CHILDREN MORE LANGUAGES: EXAMPLES FROM EARLY CHILDHOOD PROGRAMS. Seattle, WA: Harvest Resources, 2006. **CD-ROM**.

These truly beautiful PowerPoint slides on CD-ROM show preschool children as artists, thinkers, and communicators. Visual examples show how to encourage children's artistic expression in many ways: setting the stage, learning about materials, exploring light and color, working with recycled materials, collaborating with others, bridging to conventional literacy, using art as a thinking tool, documenting and displaying work, and studying other artists.

I AM CLAY. By Kathleen Bailer. Great Barrington, MA: K-Play, 2006. **DVD**, 30 min.

Shows how working with natural clay benefits the emotional, creative, intellectual, and physical development of children 13 months to six years old.

JED DRAWS HIS BICYCLE: A CASE OF DRAWING TO LEARN. By George E. Forman. Amherst, MA: Performanetics Press, 1996. VHS, 12 min. + booklet.

How children can reflect on their own thinking and learn to ask themselves better questions through the process of drawing is clearly documented in this short but detailed video of a seven-year-old boy who is asked to use drawing as a way to find out how his bicycle works. A booklet supplements the video and presents detailed notes on Jed's work. Based on the Reggio Emilia approach to early education.

TO MAKE A PORTRAIT OF A LION. Reggio Emilia, Italy: Centro Audiovisivi del Comune de Reggio Emilia, no date. VHS, 32 min. (Picture quality is poor in parts of this tape.)

The children of one Reggio Emilia school decide they want to create portraits of the lion statue in the market square of their town. This leads to an extended project of thinking about and representing lions in many different ways, and lets us see the Reggio Emilia model in action.

THE VISUAL ARTS: EXPERIENCING AND LEARNING SERIES. Barrington, IL: Magna Systems, 2000. 4 VHS, 29 min. videocassettes + workbook.

In these four videos, we see three- to five-year-old children in various settings experiencing and learning through the visual arts. While we watch the children's art activities, their teachers explain their goals and methods and what is occurring in the classroom.

- | | |
|----------------|------------------------------------|
| Tape 1. | DRAWING AND FINGER PAINTING |
| Tape 2. | PAINTING |
| Tape 3. | MODELING |
| Tape 4. | CONSTRUCTION |

BLOCKS AND BUILDING

BLOCK PLAY: CONSTRUCTING REALITIES. Jean Chase, South Carolina Educational Television, executive producer. Washington, DC: NAEYC, 1993. VHS, 20 min.

As we watch children happily construct and reconstruct block creations, we see that they are also constructing knowledge and developing skills they need to grow and negotiate their way through more complex learning experiences.

BUILDING STRUCTURES WITH YOUNG CHILDREN: TRAINER'S VIDEO. St. Paul, MN: Redleaf Press, 2004. VHS, 37 min. + trainer's guide (219 p.) + curriculum book (108 p.)

This preschool science curriculum guides children's explorations to help deepen their understanding of the physical science present in building block structures, including concepts such as gravity, stability, and balance. The trainer's guide has materials for six basic workshops and eight advanced workshops to introduce preschool teachers to the curriculum. To aid discussion, the video presents eight vignettes showing teachers using the curriculum at different stages in their development as science teachers.

FOUNDATIONS: THE VALUE OF UNIT BLOCK PLAY. Rifton, NY: Community Playthings, 2000. VHS, 30 min.

Educators discuss the benefits of using wooden unit block play with young children.

DRAMATIC PLAY

DRAMATIC PLAY: MORE THAN PLAYING HOUSE. (Indiana's Child Care Collection.) Washington, DC: NAEYC, 1997. VHS, 30 min.

Shows the many ways in which children's development benefits from dramatic and sociodramatic play across the curriculum. Gives ideas for prop boxes and thematic play and examines the important role of adults in supporting dramatic play.

FAR AGO AND LONG AWAY: INNOVATIVE STORYTELLING. (Indiana's Child Care Collection.) Washington, DC: NAEYC, 1999. VHS, 29 min.

Expert storytellers show how adults can polish their storytelling skills and help children imagine, tell, and act out their own stories.

STORYTELLING WITH VIVIAN GUSSIN PALEY. Muncie, IN: Ball State University. 3 VHS videocassettes.

STORYTELLING AND STORY ACTING. 2002. 18 min.

Provides a starting point for learning about Vivian Gussin Paley's techniques. Begins with the basics (how to use masking tape to make a stage), and then shows how children use their stories to explore issues of empathy, intimacy, fairness, justice, and fantasy.

STORYTELLING THEMES. 2002. 28 min.

Shows the ways in which stories are used by children to discuss everything from boys in bathtubs to mean sisters. Vivian Gussin Paley demonstrates how stories help children begin to make sense of the world.

VIVIAN GUSSIN PALEY AND THE BOY WHO COULD TELL STORIES. 2001. 24 min. + companion booklet.

Aaron is a big distraction--and therefore very interesting and stimulating to the other children--when Vivian Gussin Paley visits his classroom to demonstrate how she uses storytelling and storyacting with children. Rather than punishing and excluding Aaron, Paley treats him with the empathy she's trying to teach. Over the course of two days, Aaron and Paley show his teachers, his classmates, and the viewer just what an interesting story he can tell when allowed to do so in his own way. If you are trying to create an environment where all are valued, all have a place, and none are rejected, this video is a good place to start.

WHEN A CHILD PRETENDS. New York: Jonathan Diamond Associates in collaboration with the Child Development Institute at Sarah Lawrence College, 199-?. VHS, 27 min.

Young children plan, negotiate, collaborate, take roles, and develop narratives in these lively scenes of pretend play. We see how pretend play aids their intellectual, social, emotional, and imaginative development.

INTERGENERATIONAL ACTIVITIES

GENTLE CONNECTIONS: A HANDS-ON-HANDS INTERGENERATIONAL PROGRAM. By Helene Block. Des Plaines, IL: Oakton Community College, 1989. VHS, 20 min. + discussion guide.

Preschool children come to understand the process of aging and develop gentle, caring relationships with older adults by interacting with them and giving them gentle hand massages.

INTERGENERATIONAL ACTIVITIES PROGRAM TRAINING VIDEO. Binghamton, NY: Broome County Child Development Council, Inc., 1989. VHS, 28 min. + training guide + handbook (132 p.).

Goes over the six steps to follow to develop a successful intergenerational activities program between a child care center and an adult care center. Includes lots of ideas for fun things preschoolers and nursing home residents can do together. Handbook gives yet more ideas.

LITERACY

THE BRAIN AND READING. Alexandria, VA: Association for Supervision and Curriculum Development, 1999. 3 VHS, 30-min. videocassettes + 119-page facilitator's guide.

Examines the teaching of reading in light of recent brain research findings about learning.

- Tape 1. MAKING CONNECTIONS**
- Tape 2. STRATEGIES FOR ELEMENTARY SCHOOL**
- Tape 3. STRATEGIES FOR HIGH SCHOOL**

EMERGENT LITERACY. Barrington, IL: Magna Systems, 2001. 4 VHS, 29-min. videocassettes + guides.

These tapes show children ages three to five with teachers and parents in a variety of settings engaged in activities which support the growth of literacy.

- Tape 1. ORIGINS AND SKILLS**
- Tape 2. ROLE OF PARENTS AND TEACHERS**
- Tape 3. TEACHER STRATEGIES AND ASSESSMENT**
- Tape 4. ACTIVITIES IN A PRINT RICH ENVIRONMENT**

GATEWAYS TO EARLY LITERACY. Washington, DC: RIFNet, 2003. 4 VHS, 30-min. videocassettes + user's guide + self-study guide + children's book.

This four-video training kit from Reading Is Fundamental explores important ways family child care providers (and others) can enrich and support children's early language and literacy development. The four videos are: Setting the Stage; Conversations; Reading Aloud; Emergent Writing.

INTEGRATING MUSIC AND MOVEMENT WITH LITERACY. Baldwin, NY: Educational Activities, Inc, 2004. **DVD**, 24 min. + leader's guide.

Ways to help preschool through first grade students develop literacy skills by using music and movement as a vehicle of instruction.

LANGUAGE AND LITERACY. Ypsilanti, MI: High/Scope Press, 2000. VHS or **DVD**, 60 min. + viewer guide + booklet.

A description of the six High/Scope key experiences in language and literacy is followed by five scenes without narration which viewers can use to practice identifying the key experiences and the strategies adults use to respond to children's play ideas in ways that help the children develop language and literacy.

LANGUAGE ARTS IN EARLY CHILDHOOD EDUCATION: DESIGNING CURRICULUM TO MEET STANDARDS WITH EVIDENCE-BASED PRACTICES. Cincinnati, OH: Purdy Productions, 2008. **DVD**, 75 min. + instructor's CD-ROM

How to incorporate quality literature and interactive reading into the early childhood classroom, promote children's awareness of print through meaningful activities such as writing centers and charts, and integrate literacy throughout the classroom to create intentional teaching opportunities.

LEADING KIDS TO BOOKS. With Caroline Feller Bauer. Towson, MD: Library Video Network, 1997. VHS, 40 min.

Librarian and storyteller Caroline Feller Bauer demonstrates many ways to get kids' attention, liven up storytime and lead kids to books and reading using the very simplest of props. She shows how to use magic tricks, costumes, stick and hand puppets, and other props for visualizing stories.

LEARNS TRAINING VIDEOS. New York: Bank Street College of Education. 3 VHS videocassettes.

The LEARNS (Linking Education and America Reads through National Service) partners at Bank Street College of Education offer a series of videos designed to enhance training for national service tutors.

LISA AND CRYSTAL: LEARNING TO READ. 1998. 15 min.

Shows both the child in the process of learning how to read and the teaching strategies that enable the child to make progress.

ROSA AND MELANY: READING IN ENGLISH. 1999. 15 min.

Shows a child who is both an emergent English language learner and an emergent reader. Focuses on the ways in which the child engages in literacy learning and the strategies the teacher uses to support this learning.

YOLENE AND BLAYNE: READING COMPREHENSION. 1998. 14 min.

Young student Blayn is having a reading comprehension conference with his teacher, Yolene. Viewers see how the conversation reflects Blayn's understanding of the book and are given the opportunity to suggest ways to extend his thinking.

MAKE A DIFFERENCE: TALK ABOUT BOOKS. Bloomington, IN: EDINFO Press, 1996. VHS, 17 min. + discussion guide.

Adults can truly make a difference by sharing books with children. Sharing a book means reading a book together and then talking together about the child's reactions to it, or perhaps sharing thoughts about a book

through writing or drawing. This video gives down-to-earth techniques for connecting with kids through books.

ONCE UPON A TIME: SKILLS FOR READING ALOUD AT GROUP TIME. Portland, OR: Educational Productions, Inc., 1991. VHS, 33 min. + facilitator's guide + viewer's guide.

Watch teachers who keep children hanging on every word, and learn how they do it.

READ TO ME! : SHARING BOOKS WITH YOUNG CHILDREN. Portland, OR: Educational Productions, Inc., 1991. VHS, 25 min. + facilitator's guide + viewer's guide.

This tape is a great way to convince parents and teachers of the importance of reading aloud to young children for a few minutes every day. Gives basic guidelines for making read aloud time stimulating and fun, and shows how children who are read to will love books, develop important literacy skills, and be more successful when they go to school.

READING ALOUD (PARENT VERSION). By Jim Trelease. Springfield, MA: Reading Tree Productions, 1993. VHS, 54 min.

Jim Trelease says the single most important thing you can do for kids outside of hugging them is to read aloud to them for 15 minutes a day. Reading aloud to children should start before birth and continue throughout the grades. In this tape, he gives lots of suggestions for why, what, when, where and how parents and caregivers can read to kids.

SESAME STREET BEGINNINGS: TALK, READ, WRITE. New York: Sesame Workshop, 2002. VHS, 22 min.

A program to provide parents and teachers with the tools they need to help preschoolers along the path from listening and speaking to reading and writing.

STORY TIMERS: CHANGING THE WORLD ONE CHILD AT A TIME. Towson, MD: Distributed by Library Video Network, 2003. VHS, 19 min. + manual.

Story Timers is an early literacy volunteer program created by the Baltimore County Public Library. Volunteers are recruited and trained on a long term basis and expand the library's outreach to children in the community. This video and training manual describe the early literacy theories incorporated into the program. It also shows how to set up and run the Story Timers program.

STORYTELLIN' TIME: TIPS, TECHNIQUES, AND TOOLS FOR STORY TIME. Mary Jo Huff. Menlo Park, CA: Monday Morning Books, 1995. VHS, 86 min. + book **Storytelling with Puppets, Props, & Playful Tales** (128 p.)

Storytellers learn how to use their bodies, voices, and imaginations to involve pre-K and kindergarten children in hands-on storytelling events.

STORYTELLING. Joe Ferguson. Washington, DC: NAEYC, 2001. VHS, 60 min.

Joe Ferguson gives pointers on how to become a good storyteller in this speech from the NAEYC Annual Conference in Atlanta, Georgia, in November 2000.

TIPS AND TECHNIQUES: STORYTELLING WITH PUPPETS AND PROPS. Towson, MD: Library Video Network, 2002. VHS, 21 min.

Illustrates two approaches to integrating puppetry and storytelling--spontaneous and interactive vs. tightly scripted--as presented by two accomplished storytellers. Stresses the importance of selecting a story that you enjoy, choosing appropriate props, rehearsing, and matching puppet movements to the storyline.

TEACHING CHILDREN TO READ. 2nd ed. National Reading Panel. Washington, D.C: National Institute of Child Health and Human Development, National Institutes of Health, 2002. VHS, 21 min.

This video briefly summarizes the controversial *Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*. Stresses the importance of phonics instruction in teaching children to read.

WHOLE LANGUAGE LEARNING WITH GERRY OGLAN. Washington, DC: NAEYC, 1990. VHS, 27 min.

In this interview with expert Gerry Oglan, we learn about the philosophy and history of whole language and its use in an early childhood classroom.

MATH

ACTIVITIES FOR LEARNING MATH: NUMBERS, COLORS, SHAPES. State College, PA: Pennsylvania State University Cooperative Extension, 2003. VHS, 90 min. + guide.

In this Better Kid Care Satellite workshop, math concepts are introduced and activities for learning numbers, colors and shapes through play are demonstrated.

CLASSIFICATION, SERIATION & NUMBER. Ypsilanti, MI: High/Scope Press, 2002. VHS or **DVD**, 52 min. + guide.

This program illustrates and describes the 13 math-related key experiences grouped under classification, seriation, and number.

FOUNDATIONS OF MATHEMATICS. Produced in cooperation with Queen's College, City University of New York. Tuckahoe, NY: Campus Film Distributors Corp., 1976. VHS, 17 min.

Skills, activities, and experiences through which children develop a foundation for math.

HOW YOUNG CHILDREN LEARN TO THINK. By Constance Kamii. Washington, DC: NAEYC, 1985. VHS, 20 min.

Kamii talks about the young child's mathematical skills development. She also discusses how teachers can give children opportunities to think and solve problems in daily life activities, not just in math.

THE PATH TO MATH IN EARLY CHILDHOOD EDUCATION. By Rhoda Olenick. Barrington, IL: Magna Systems, Inc., 1996. 5 VHS, approx. 30 min. videocassettes + workbook.

In these programs we see children develop math concepts through everyday play activities in ordinary child care environments. The tapes stress that children develop higher-level thinking skills such as math through their own efforts and their own senses rather than through rote learning.

Tape 1. ONE-TO-ONE CORRESPONDENCE AND COMPARING (21 min.)

Children match one object to another and find a relationship between two things on the basis of a specific characteristic.

Tape 2. CLASSIFICATION AND SERIATION (31 min.)

Children put things together in one group based on some specific characteristic (classification), and learn to compare more than two items and to put them into order (seriation).

Tape 3. SHAPE AND PARTS AND WHOLE (28 min.)

Children learn to recognize and name shapes and that wholes have parts.

Tape 4. SPACE AND MEASUREMENT (29 min.)

Children learn relationships in space: direction, position, and distance. They use a formal or informal standard for measuring weight, quantity, length, and volume.

Tape 5. NUMBERS AND COUNTING AND NUMERALS (32 min.)

In rote counting, children recite the numeral names in correct order from memory. In rational counting, children attach the numeral names to a specific number of objects. Children learn that each number symbol represents an amount, gradually putting recognition of numerals together with counting.

SPACE AND TIME. Ypsilanti, MI: High/Scope Press, 2004. VHS or **DVD**, 44 min. + viewer guide + 41-page book.

Illustrates ten math-related key experiences grouped under space and time. These key experiences are a framework for encouraging meaningful activities that help young children expand their math skills and their understanding of math concepts. Includes such activities as filling and emptying, observing people, places, and things from different spatial viewpoints, starting and stopping an action on signal, and experiencing and comparing time intervals.

MOVEMENT ACTIVITIES

HELPING YOUNG CHILDREN LEARN TO RELAX. With Howard Ross and Pat Scully. Mt. Rainier, MD: Gryphon House, 1984. VHS, 30 min.

Provides specific ways to note stress and a wide variety of easy-to-use techniques to help children relax. Ideas are particularly helpful when making the transition from active play into quiet time and rest periods.

JOJO'S CIRCUS: TWIST & TURN TIME. Special teacher's edition. Playhouse Disney, Walt Disney Home Entertainment, 2003. VHS, 50 min. + activity cards, jumping chart.

This activity kit introduces preschool teachers to JoJo's Circus, a series shown on Playhouse Disney on TV's Disney Channel. JoJo is a six-year-old clown who helps preschoolers develop thinking and movement skills as they dance, jump, bend, and wiggle. Tape includes two segments for children: Circus shhh! shhh! and The little big top boogie band.

MOVEMENT AND MUSIC. Ypsilanti, MI: High/Scope Press, 2004. VHS or **DVD**, 80 min. + viewer guide + 43-page book.

Fun-filled activities illustrate eight movement-related key experiences and six music-related key experiences through which children develop steady beat competence, physical coordination, concentration, and the ability to process information and act on it. Covers teaching strategies for group times, transition times, and spontaneous play. Includes unnarrated video clips of the strategies in use.

A MOVING EXPERIENCE: THE VIDEO. By Teresa Bender Benzwie. Tucson, AZ: Zephyr Press, 1992, c1978. VHS, 32 min. + guide.

Internationally known teacher/dancer helps children explore numbers, shapes, counting and vocabulary through a series of movement and imagination exercises. Benzwie also uses these activities to build children's self-esteem and teach them to respect and support one another.

NEW GAMES FOR A CHILD CARE SETTING. (Indiana's Child Care Collection.) Washington, DC: NAEYC, 1997. VHS, 29 min.

Emphasizing the benefits of active play for young children, this program suggests several new, simple games that offer enjoyable, noncompetitive, structured physical activity and skillbuilding for preschoolers and school-age children.

PLAY POWER: GAMES AND ACTIVITIES FOR YOUNG CHILDREN. Sharron Werlin Krull. Oakdale, CA: Play Power, 199?. VHS, 76 min. + book **Play Power** (142 p.)

Emphasizes the importance of developmentally appropriate movement activities to a young child's physical, social, emotional and cognitive growth.

ROUGHHOUSING: A GUIDE TO SAFE AND FUN PHYSICAL PLAY FOR CHILDREN. Produced by Frederick Porter and Daniel Hopsicker. Manhattan Beach, CA: Afterschool, no date. VHS, 28 min.

Explains what roughhousing is, why children like it so much, the benefits of roughhousing, and rules to keep it safe for infants, toddlers and preschoolers.

STRUCTURED PLAY: GROSS MOTOR ACTIVITIES FOR EVERY DAY. (Indiana's Child Care Collection.) Washington, DC: NAEYC, 1995. VHS, 29 min.

Gross motor play is an important part of each child's development, and physical activity in their early childhood program is especially important for girls, who may not have other opportunities. This tape gives ways to incorporate developmentally appropriate, purposeful, democratic, safe and supportive structured play throughout the day. Also covered are movement concepts, goals and skills.

MULTIPLE INTELLIGENCES

HOW ARE KIDS SMART? : MULTIPLE INTELLIGENCES (M.I.) IN THE CLASSROOM. Administrators' version. By Howard Gardner. Port Chester, NY: National Professional Resource, 1995. VHS, 41 min.

Explains multiple intelligences theory and the seven intelligences, explores some of the myths about M.I., shows how teachers have incorporated M.I. theory into their classrooms.

MULTIPLE INTELLIGENCES: DISCOVERING THE GIFTEDNESS IN ALL. By Thomas Armstrong. Port Chester, NY: National Professional Resources, 1997. VHS, 44 min.

Dr. Thomas Armstrong presents an overview of MI theory and explains eight different ways of being smart. Teachers, administrators and authors share their views and experiences related to multiple intelligences and tell how these ideas help them enhance the learning process and discover the giftedness in all children.

OPTIMIZING INTELLIGENCES: THINKING, EMOTION & CREATIVITY. Port Chester, NY: National Professional Resources, 1998. VHS, 40 min.

Leading theorists and researchers discuss learning, intelligence and happiness. Howard Gardner explains multiple intelligences; Daniel Goleman discusses emotional intelligence; and Mihaly Csikszentmihalyi talks about flow. Their views on human development have implications for schools, mental health facilities, and the work place.

MUSIC

COME ON AND SING. By Bev Bos and Michael Leeman. Roseville, CA: Turn-the Page Press, 1995. VHS, 54 min.

Bev Bos shows the power of music and interactive songs to enrich the lives of children. Video includes excerpts from concerts, music workshops, studio recording sessions and interviews.

LEARNING CAN BE FUN. By Ella Jenkins. Washington, DC: NAEYC, 1984. VHS, 55 min.

In this song-filled presentation from an NAEYC national conference, Jenkins shows how to use music to teach young children.

MORE THAN SINGING: DISCOVERING MUSIC IN PRESCHOOL AND KINDERGARTEN. By Sally Moomaw. St. Paul: Redleaf Press, 1997. Audiocassette, 72 min. + book (257 p.)

Over 100 joyful, child-centered music activities for both music teachers and music novices, with an audiocassette containing all 58 songs in the book.

MOVEMENT AND MUSIC. Ypsilanti, MI: High/Scope Press, 2004. VHS or **DVD**, 80 min. + viewer guide + 43-page book.

Fun-filled activities illustrate eight movement-related key experiences and six music-related key experiences through which children develop steady beat competence, physical coordination, concentration, and the ability to process information and act on it. Covers teaching strategies for group times, transition times, and spontaneous play. Includes unnarrated video clips of the strategies in use.

MUSIC ACROSS THE CURRICULUM. Featuring Dr. Thomas Moore. Washington, DC: NAEYC, 1991. VHS, 20 min.

Dr. Thomas Moore explains and demonstrates that the true value of music extends across the curriculum and supports the total development of the child. Shows how to structure your use of music to get the best effects.

MUSIC PLAY: BAH-BAH, BE-BOP, BEETHOVEN. Washington, DC: NAEYC, 1998. VHS, 55 min.

This non-traditional approach to music uses playful activities with tone, rhythm and movement to guide young children in improvising their own music and not just imitating other people's songs.

RISE UP SINGING TEACHING TAPES. Produced by Annie Patterson. Bethlehem, PA: Sing Out Corp., 1992 - 1996. 6 audiocassettes.

Simple vocal and guitar renditions of songs from the book *Rise Up Singing: the Group-Singing Song Book*. Only enough of each song to learn the melody.

Tape 1. BEARS AND BEAR HUGS: 231 SONGS FOR CHILDREN

Songs from the chapters on friendship, funny songs, home and family, lullabies, play, rounds.

Tape 2. EVERYTHING POSSIBLE: 164 SONGS ON COMMUNITY AND CHANGE

Songs from the chapters on ecology, freedom, men, peace, unity, women.

Tape 3. HOLY GROUND: 197 SONGS OF FAITH

Songs from the chapters on faith, gospel, hope, sacred rounds and chants, spirituals.

Tape 4. FROM BALLADS TO BLUES: 216 (MOSTLY) TRADITIONAL FOLKSONGS

Songs from the chapters on ballads and old songs, farm and prairie, good times, hard times and blues, mountain voices, seas and sailors.

Tape 5. RISE AGAIN: 182 SONGS ABOUT LIVING AND STRUGGLE

Songs from the chapters on America, city, rich and poor, struggle, traveling, work.

Tape 6. IN MY LIFE: 204 SONGS OF LOVE AND IMAGINATION

Songs from the chapters on creativity, dreams and fantasies, golden oldies, love, outdoors, time and changes.

WHAT MATTERS: THE MUSIC AND TEACHING OF BOB BLUE. Portland, ME: Bob Blue Video, 1998. VHS, 45 min.

Bob Blue is a talented songwriter who also taught elementary school for over 20 years. Respect for children's feelings and a passion for social justice are central to his songs. This documentary explores how he used music in his classroom to teach specific curriculum lessons while also helping to build community. Includes footage from a 1997 concert where musicians from all over the country came together to showcase his songs.

PLAY

CHILD'S PLAY: HOW HAVING FUN TURNS KIDS INTO ADULTS. Lake Zurich, IL: Learning Seed, 2004. VHS or **DVD**, color, 23 min. + study guide.

Play, especially the kind that's freely chosen and totally involving, is the engine that drives child development. It's the most important activity children do. Play is how they try out roles, test limits, develop basic physical and mental skills, and rehearse for adulthood.

CHILD'S PLAY: THE WORLD OF LEARNING. Portland, OR: Educational Productions Inc., 1989. VHS, 30 min. + viewer's guide + facilitator's guide.

Explains that providing children with rich and varied play experiences is the very best way to help them learn. Shows how everyday play activities help build large and small motor skills, social-emotional skills, thinking and language skills and the foundation for reading and writing.

GROWING THROUGH PLAY: COGNITIVE AND SOCIAL DEVELOPMENT. Oakland, CA: Assoc. of Children's Services, 1991. VHS, 25 min. + booklet.

Children in diverse classroom settings show each of Mildred Parten's Stages of Play in action. We see the cognitive and social skills children learn at each stage and how the stages fit the learning styles of

children of different ages. The tape also shows how a well-planned environment aids children's progression through the different stages of play.

HAND-IN-HAND: SUPPORTING CHILDREN WITH PLAY PROBLEMS. Portland, OR: Educational Productions Inc., 1992-93. 7 VHS, 30-min. videocassettes + trainer's packets.

This comprehensive training series consists of seven modules: a foundation video and six tapes that each focus on a different play problem behavior and corresponding teacher interventions. Although the series was designed as a complete training program, each individual module has been produced to stand alone.

Module 1. WHEN A CHILD DOESN'T PLAY: IDENTIFYING PLAY PROBLEMS AND TEACHER INTERVENTIONS. VHS, 30 min. + packet for 2.5 hr. training

Provides core information about preschoolers' and kindergartners' play and learning, identifies six play problem behaviors, presents a process for adult intervention in play problems, and shows examples of teachers using the intervention process. Foundation video for the series.

Module 2. THE CHILD WHO WANDERS: PLAY PROBLEM INTERVENTIONS. VHS or DVD, 30 min. + packet for 2.5 hr. training

Examines reasons why children wander from activity to activity without engaging in meaningful play, and shows how teachers develop interventions that involve their direct and indirect support, the curriculum and other children.

Module 3. THE CHILD WHO DABBLES: PLAY PROBLEM INTERVENTIONS. VHS, 30 min. + packet for 2.25 hr. training

Shows how teachers identify children who engage only marginally with materials, and examines various interventions designed to help children play with greater depth and focus, extending their interest, enjoyment and learning.

Module 4. THE CHILD WHO APPEARS ANXIOUS: PLAY PROBLEM INTERVENTIONS. VHS, 30 min. + packet for 4 hr. training

Identifies children who are reluctant to join in play and offers reasons why. Shows teachers developing and using specific interventions designed to build children's trust and to help them become more relaxed and playful.

Module 5. THE CHILD WHO APPEARS ALOOF: PLAY PROBLEM INTERVENTIONS. VHS, 30 min. + packet for 3.5 hr. training

Focuses on children who avoid others and seem unwilling or unable to make social contacts and friendships. Demonstrates how teachers design interventions using various curriculum activities and peers to draw aloof children into cooperative play.

Module 6. THE CHILD WHO IS IGNORED: PLAY PROBLEM INTERVENTIONS. VHS, 30 min. + packet for 3.25 hr. training

Identifies children who may have individual play skills and who want to play, but who are ignored by others when attempting to join their play. Examines teacher interventions that help children build play skills, enter play groups, and assume various roles in play.

Module 7. THE CHILD WHO IS REJECTED: PLAY PROBLEM INTERVENTIONS. VHS, 30 min. + packet for 4 hr. training

Children are rejected when their behavior, appearance, or lack of skills sets them apart from others. This tape shows how positive teacher attitudes and approaches help children build needed skills--

awareness of others, ability to share appropriately, and ability to problem solve--which enable them to play with others and develop friendships.

PLAY. (The Developing Child, Module 21.) Barrington, IL: Magna Systems, Inc., 1993. VHS, 29 min. + workbook.

The importance of play in the lives of children from infancy to middle childhood. The significance of play to all areas of development. The content and social dimension of play, and the role of the adult in enhancing play.

THE SEED OF LEARNING: PLAY. (The Early Childhood Program: A Place To Learn And Grow, Tape 4.) Washington, DC: NAEYC, 1996. VHS, 27 min.

Shows the crucial role of play in classrooms serving children ages three through eight in public schools and other settings. Explains how children use play to understand the world and to learn to socialize. Master teachers tell how they support children's play and use play as a means for assessing children's learning.

SENSORY PLAY: CONSTRUCTING REALITIES. Washington, DC: NAEYC, 1994. VHS, 18 min.

Sensory play is a natural and concrete means of supporting each child's individual learning style, whether auditory, visual, or kinesthetic. This video examines how a child's first-hand experience with sensory exploration contributes to overall development.

TIME TOGETHER: LEARNING TO PLAY WITH YOUNG CHILDREN. Portland, OR: Educational Productions Inc., 1989. VHS, 30 min. + viewer's guide + facilitator's guide.

Teaches simple techniques that help any adult become a good play partner for a young child. Learn when to join a child's play, when to step back, and the level of involvement that's appropriate; how to follow the child's lead and avoid taking over; how to help children focus on their play and stay involved so they can explore, discover and learn more.

ROUTINES

CREATIVE TRANSITIONS. Lubbock, TX: Creative Educational Video, 1996. VHS, 33 min. + study guide.

Twenty to 35 percent of activity time in child care centers is spent in transitions. This tape gives you information and examples to make the most of transition time.

THE HIGH/SCOPE DAILY ROUTINE. Ypsilanti, MI: High/Scope Press, 2007. VHS or **DVD**, 42 min. + viewer guide.

High/Scope teachers give preschoolers a sense of control over the events of the day by planning a consistent daily routine that enables the children to anticipate what happens next. Central elements of the preschool daily routine include the plan-do-review sequence, small- and large-group times, greeting time, and outside time.

IT'S THE LITTLE THINGS. (The Whole Child: A Caregiver's Guide to the First Five Years, Tape 1.) By Joanne Hendrick. South Burlington, VT: Annenberg/CPB Project, 1997. VHS, 27 min. + faculty guide.

The importance of a well-ordered and predictable environment for children from birth to age five.
Handling daily routines.

SCHEDULES AND ROUTINES: WHY BOTHER? (Child Care Worker Video Series.) A cooperative project among the American Assn. for Vocational Instructional Materials, Self Dimensions Inc., and Creative Educational Video Inc. Lubbock, TX: Creative Educational Video, Inc., 1992. VHS, 20 min.

Why schedules can be helpful, factors to take into account when setting them up, and a few specific routines that make child care more pleasant for everyone.

SUPPORTING TRANSITIONS: EASING THE TROUBLESPOTS. (Preventing Discipline Problems, Unit 2.) Beaverton, OR: Educational Productions, Inc., 1999. 2 VHS or 1 **DVD**, 27 min. + facilitator's guide + viewer's guide.

Transitions are the most disruptive times of the day. This video looks at transitions from the child's perspective and teaches us how to prepare children for transitions, give environmental cues to help children focus, and apply techniques that replace waiting and boredom with novelty and interest. The program pairs a teaching video with an interactive practice video. The teaching video shows strategies from real life classrooms for children age three to eight. The practice video contains interactive exercises to try out and refine what we've just learned. Print materials work well for group training or self-study.

SCHOOL READINESS

LEARNING BEFORE SCHOOL: HOW PARENTS CAN HELP. Lake Zurich, IL: Learning Seed, 2003. VHS, 19 min. + guide.

Shows how to give kids a head start in three key areas: communication, self-discipline, and curiosity. Skills in these areas are far more crucial than getting a jump start on reading or math.

WHAT CHILDREN NEED TO KNOW TO START SCHOOL. State College, PA: Pennsylvania State University Cooperative Extension, 2002. VHS, 71 min. + guide.

This Better Kid Care Satellite workshop explores how parents and kindergarten teachers view school readiness, suggests ways child care providers can help children and parents prepare for kindergarten, and explains why social-emotional and physical development are as important as cognitive development for children's success in school. In the second part, the panel answers questions on this topic sent in by listeners around the country.

SCIENCE

BODIES, BIRTH, AND BABIES: DEVELOPING "HEALTHY FOUNDATIONS" FOR CHILDREN'S LEARNING ABOUT SEXUALITY. Hackensack, NJ: Center for Family Life Education, Planned Parenthood of Greater Northern New Jersey, 1992. VHS, 15 min.

Using books, anatomically correct dolls, and a real baby, teacher Nancy Blume models ways to teach young children about their bodies, birth, and babies.

BUILDING STRUCTURES WITH YOUNG CHILDREN: TRAINER'S VIDEO. St. Paul, MN: Redleaf Press, 2004. VHS, 37 min. + trainer's guide (219 p.) + curriculum book (108 p.)

This preschool science curriculum guides children's explorations to help deepen their understanding of the physical science present in building block structures, including concepts such as gravity, stability, and balance. The trainer's guide has materials for six basic workshops and eight advanced workshops to introduce preschool teachers to the curriculum. To aid discussion, the video presents eight vignettes showing teachers using the curriculum at different stages in their development as science teachers.

DISCOVERING NATURE WITH YOUNG CHILDREN: TRAINER'S VIDEO. St. Paul, MN: Redleaf Press, 2003. VHS or **DVD**, 37 min. + trainer's guide (218 p.) + curriculum book (157 p.)

This inquiry-based science curriculum builds on children's natural curiosity about the living world around them. The trainer's guide has materials for six basic workshops and seven advanced workshops to introduce preschool teachers to the curriculum, show them how to prepare themselves and their classrooms, how to guide children through both open and focused science explorations, and how to observe, assess, and document children's learning. To aid discussion, the video presents eight vignettes showing teachers using the curriculum at different stages in their development as science teachers.

EXPLORING SCIENCE AND NATURE. (Indiana's Child Care Collection.) Washington, DC: NAEYC, 1995. VHS or **DVD**, 30 min.

The appropriate way for children to learn about science is through exploration. This tape describes many simple everyday activities that give children opportunities to observe, classify, compare, communicate, infer, predict, use numbers, measure, understand space/time relationships, appreciate nature, and care for our environment.

EXPLORING WATER WITH YOUNG CHILDREN: TRAINER'S VIDEO. St. Paul, MN: Redleaf Press, 2005. VHS, 37 min. + trainer's guide (218 p.) + curriculum book (129 p.)

This preschool science curriculum supports children's development of inquiry skills and scientific dispositions at the water table as they explore concepts related to water's flow, appearance, and effect on objects. The trainer's guide has materials for six basic workshops and eight advanced workshops to introduce preschool teachers to the curriculum. To aid discussion, the video presents seven vignettes showing teachers using the curriculum at different stages in their development as science teachers.

FOUNDATIONS OF SCIENCE. Produced in cooperation with Queen's College, City University of New York. Tuckahoe, NY: Campus Film Distributors Corp., 1976. VHS, 17 min.

As children use their senses to explore their world, they naturally apply the investigative processes of observing, comparing, classifying and testing to develop concepts--and that's the foundation of science. Tape creates an awareness of the science potential in many activities.

SCIENCE: ANYTIME, ANYPLACE SERIES. Barrington, IL: Magna Systems, 2000. 6 VHS, 28 min. videocassettes + workbook.

"The most important aspect of science education for young children is that they learn to explore, to develop their own criteria, to make guesses of hypotheses about why things are the way they are, and to figure out how to prove these guesses. Learning scientific facts is not essential at this stage of development." These six tapes show science activities in actual classrooms as teachers observe and comment on what 3- to 5-year-old children are doing and how they as teachers encourage and support children's efforts.

Tape 1. ANIMALS

Tape 2. PLANTS

Tape 3. THE HUMAN BODY

Tape 4. WEATHER, LIGHT AND SHADOW

Tape 5. MOTION AND MACHINES

Tape 6. WATER AND SAND

SHARING NATURE WITH YOUNG CHILDREN. Featuring Rudy Mancke. Washington, DC: NAEYC, 1992. VHS, 18 min.

The host of a children's nature program on TV demonstrates lots of good ideas on how you can get kids curious and excited about nature without yourself knowing a lot of facts beforehand. He suggests using the "distance from self criteria": start with things close to children's lives and move out as they get older. Whatever their age, get kids outside, look, ask questions, guess, and have fun!

09/2009